

**DRAFT- June 2006**  
**Fine Arts Music Standards and Benchmarks – 7th Grade**  
**Body of Knowledge**

**Goal 25:** Knows the language of the arts.

**Learning Standard A:** *Demonstrates an understanding of the sensory elements, organizational principles, and expressive qualities in each of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.	<ul style="list-style-type: none"> <li>Know and use tempo markings (adagio, andante, presto), dynamics (piano, forte, mezzo forte), and articulations (staccato and legato) in an aural example.</li> </ul> <p>Perform arpeggios and chords in vocal warm-ups using solfege.</p>	
Replicate the beat and the rhythm(s) of a given musical example.	<ul style="list-style-type: none"> <li>Reproduce rhythm and steady beat using arpeggios and chords.</li> </ul>	
Distinguish between duple and triple meter in a musical example.	<ul style="list-style-type: none"> <li>Know terminology of duple and triple meter/time signature.</li> <li>Aurally discriminate between duple and triple meter.</li> </ul>	
Identify major and minor tonalities in an aural example.	<ul style="list-style-type: none"> <li>Demonstrate between major and minor keys in written and aural form.</li> </ul>	
Label the intervals in an aural melody.	<ul style="list-style-type: none"> <li>Label unison, major and minor thirds, perfect fifths, major sixths, major sevenths and octaves in aural music.</li> </ul>	
Describe the texture and harmony of a given aural example.	<ul style="list-style-type: none"> <li>Classify music based on the texture and harmony in the selection.</li> </ul>	
Define large musical forms.	<ul style="list-style-type: none"> <li>Know musical forms such as symphony, opera, oratorio, musical theater.</li> </ul>	
Critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others	<ul style="list-style-type: none"> <li>Recognize expressive qualities in music and compare and contrast those qualities in the music of others and self.</li> </ul> <p>Learn major, minor scales, triads and how to sight-read using basic solfege.</p>	

**Learning Standard B:** *Understand the similarities, distinctions, and connections in and among the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components.	<ul style="list-style-type: none"> <li>Recognize differences and similarities between two similar musical selections (expressive qualities, elements of music)</li> </ul>	

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard A:** *Understand processes, traditional tools, and modern technologies used in the arts.*

Benchmarks	Body of Knowledge	Performance Tasks
Describe basic sound production theory.	<ul style="list-style-type: none"> <li>Know how electronic and acoustic sounds are produced.</li> </ul>	
Demonstrate basic vocal and or instrumental production techniques.	<ul style="list-style-type: none"> <li>Describe and demonstrate basic singing and instrumental techniques (breath support, posture).</li> </ul>	
Use standard notation to record simple musical ideas.	<ul style="list-style-type: none"> <li>Using rhythmic and melodic dictation, notate a four measure melody in duple or triple meter.</li> </ul>	
Sing or play accurately and with expression from standard notation	<ul style="list-style-type: none"> <li>Know how to read notation on at least one clef.</li> </ul>	

symbols for pitch, rhythm, dynamics, tempo, articulation and expression.	<ul style="list-style-type: none"> <li>Identify and accurately interpret symbols for dynamics, tempo markings, expression, balance, blend and articulation.</li> <li>Accurately sing or play standard notation.</li> </ul>		
Sight-read simple melodies and rhythms.	<ul style="list-style-type: none"> <li>Sight-read simple melodies in unison using eighth notes, quarter notes, half notes, and whole notes, repeated notes, seconds and thirds.</li> </ul>		
Explain the process that at least one composer uses(d) to create music.	<ul style="list-style-type: none"> <li>Know that composers use various processes to write music (rhythmic pattern, variations)</li> </ul>		
Explain the interaction of performers and conductors.	<ul style="list-style-type: none"> <li>Understand the role of a performer and a conductor.</li> </ul>		
Demonstrate and describe efficient practice/rehearsal procedures.	<ul style="list-style-type: none"> <li>Understand good practice habits.</li> <li>Understand proper rehearsal procedures.</li> </ul>		

**Goal 26:** Through creating and performing, understands how works of art are produced.

**Learning Standard B:** Apply skill and knowledge necessary to create and perform in one or more of the arts.

Benchmarks	Body of Knowledge	Performance Tasks	
Sing or play music that has a difficulty level of 3 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath control; and with clear articulation.	<ul style="list-style-type: none"> <li>Demonstrate appropriate vocal pitch, breath support and volume when singing songs using basic vocal techniques (breath support, posture).</li> </ul>		
Improvise rhythmic and melodic variations on given melodies.	<ul style="list-style-type: none"> <li>Demonstrate basic elements of improvisation.</li> </ul>		
Compose/arrange music within specific guidelines.	<ul style="list-style-type: none"> <li>Using basic guidelines, write a four-measure composition.</li> </ul>		

**Goal 27:** Understands the role of the arts in civilizations, past, and present.

**Learning Standard A:** Analyze how the arts function in history, society and everyday life.

Benchmarks	Body of Knowledge	Performance Tasks	
Demonstrate good audience behavior and evaluate the behavior of self and others.	<ul style="list-style-type: none"> <li>Understand, demonstrate, and evaluate audience etiquette.</li> </ul>		
Describe how audience behavior changes a product or performance.	<ul style="list-style-type: none"> <li>Know how audience interaction and behavior can impact a performance.</li> </ul>		
Compare and contrast the function of the arts in two similar types of ceremonies.	<ul style="list-style-type: none"> <li>Know how music functions in various ceremonies and occasions (Thanksgiving Day Parade and Mardi Gras Parade; Super Bowl and World Series; formal concert and rock concert).</li> </ul>		
Explain the way the various arts are used to persuade and promote ideas in advertising.	<ul style="list-style-type: none"> <li>Know that music can be used to persuade and promote ideas</li> </ul>		
Explain the ways technology is used to communicate in each of the arts.	<ul style="list-style-type: none"> <li>Explain ways technology can be used in music.</li> </ul>		
Describe in each art form at least two artists' roles and how those roles contribute to the world of work.	<ul style="list-style-type: none"> <li>Know occupations related to the fine arts.</li> </ul>		

**Goal 27:** Understands the role of the arts in civilizations, past and present.

**Learning Standard B:** Understand how the arts shape and reflect history, society and everyday life.

Benchmark	Body of Knowledge	Performance Tasks	
Determine the reasons why certain artists or works of art reflect culture.	<ul style="list-style-type: none"> <li>Explain that different cultures, times and places use various materials to</li> </ul>		

	create music.		
Connect artists or their works with the trends and/or influence they create(d).	<ul style="list-style-type: none"><li>Identify artists who have made a significant contribution to the arts and the trends and/or influences they create(d).</li></ul>		